

# LEARNING TECHNOLOGIES LESSON PLAN

## TITLE

**PHRASAL VERBS BOOSTER!**

## TOPIC

PHRASAL VERBS

## TYPE OF SCHOOL AND STUDENTS' AGE

LICEO SCIENTIFICO – 4<sup>TH</sup> YEAR (17-18 YEARS OLD)

## LEARNING ENVIRONMENT (language lab, multimedia lab, blended learning, online learning, flipped classroom)

Language lab, online learning

## LEARNING AIMS

With the activities I have chosen, I would like to show some phrasal verbs in real language, and verify in the end if the students have understood them.

## TOOLS CHOSEN (Hardware & Software, Web 2.0 tools, Online Resources, etc.)

### BOOK:

Vince Michael, *Get Inside Language*, Oxford: Macmillan Education: 2013.

### VIDEOS:

[http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1715\\_faceup/page15.shtml](http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1715_faceup/page15.shtml)

<http://www.youtube.com/watch?v=886hLlkwipI>

### ONLINE PRACTICE QUIZ:

[http://www.proprofs.com/quiz-school/story.php?title=phrasal-verbs\\_51](http://www.proprofs.com/quiz-school/story.php?title=phrasal-verbs_51)

## METHODOLOGY AND TEACHING PROCEDURES

My first step would be that of introducing to the class some phrasal verbs, in order to make them aware of the particularity of this grammatical feature of the English language. With the grammar book we will start the approach to the topic. Using the language lab we will be able to go on the Internet and listen to recorded files or watch videos about phrasal verbs.

I will then ask the students to practise at home with the online quiz I made for them. I will ask them to print or send me the final quiz certificate. This will allow me to check if they actually followed the instructions and verify their understanding of the topic.

#### BRIEF DESCRIPTION OF THE ACTIVITIES

What the TEACHER does	What (individual) STUDENTS or GROUP OF STUDENTS do
<ol style="list-style-type: none"><li>1- Introduces the topic and gives grammar explanations</li><li>2- Introduces the videos and recordings</li><li>3- Suggests that the students check in groups their notes</li><li>4- Prepares a second listening of the materials</li><li>5- Asks the students to practise at home with the online quiz</li></ol>	<ol style="list-style-type: none"><li>1- Follow the book explanation. Ask questions</li><li>2- Listen to/watch and take notes on the phrasal verbs they hear.</li><li>3- In groups: check their notes and infer the meaning of the phrasal verbs they have heard in the videos/recordings</li><li>4- Listen again and check the results of the group work</li><li>5- Practise at home with the online quiz</li></ol>

#### ASSESSMENT (weak and strong points, learning added value)

I have decided to work on this topic after seeing a class held by my tutor with his students. The teacher used a traditional approach for the class, simply reading and translating a list of phrasal verbs to the students, who were asked to memorize them. According to my observation, the students of the class looked extremely bored and passive throughout the lesson.

Therefore, I tried to use the inputs received during the course to imagine a class on the same topic that could involve different teaching methods.

I personally think this class can be successful because it involves different kind of activities and the students are asked to be attentive throughout the whole class by asking questions and working in groups to reach the goal.

The at-home practice is again very stimulating for the students because it allows them to use the technologies they love for an educational purpose. Moreover, the fact that they will be able to get a final certificate at the end, that they have to present in class, might work as an extra competitive stimuli.

In addition, I personally think that showing them that online there is a lot of material that they can use to improve their knowledge of English will stimulate their curiosity and they might later go look for themselves for more videos and online resources.